

NUS angered by financing arrangements

by Paul Flatler

Some details of the new mechanism by which student unions are to be financed from next year (1981-82) covered for the first time this week. Bringing angry reactions from both the National Union of Students and the Council of Local Education Authorities.

The new arrangements, first announced by the Education Secretary Mr Mark Carlisle last February, aim at increasing the accountability involved in student union spending by leaving funding decisions entirely to local negotiation.

The government is now proposing, as an interim step, to hand over to local authorities a grant based on average unit costs to cover the funding of student unions for the first year of the new system.

The grant will be calculated by multiplying the national average expenditure for the amount per student currently demanded by each union to cover the costs of services and facilities, by the number of students in a union. The figure, based on 1976-77 data, is expected to be around £30.

To future years this grant will be adjusted within the tuition element handed over to colleges and polytechnics, about 90 per cent of which is reclaimable from the Advanced and Further Education Pool.

The arrangements still leave many questions unanswered, and in a new bulletin, coincidentally published this week to be sent to MPs, trade unionists, industrialists and other influential figures in the education field, the NUS has called for the scheme to be postponed for a further year.

The NUS says the government has still not provided guidelines on the actual workings of the scheme, and has not provided guidelines ensuring the legal independence of unions, a national monitoring system, a full say for unions in college negotiations and the earmarking of special funds.

The NUS also objects to arrangements which will mean higher spending on student unions, including the bulk of the polytechnic unions, will have to turn to the AFE pool to make up their shortfall, while governing bodies with low spending unions will be free to use the surplus money in other areas.

ILEA strengthens support for access

The Inner London Education Authority has strengthened its support for one-year access courses designed to help mature students enter higher education at a cost of up to £160,000 more a year.

At a meeting of the further and higher education committee this week, the authority voted by 35 to 17 in favour of simplifying the regulations covering the award of grants to eligible students.

The committee also agreed to award an access course funded by a higher education degree as a London degree.

Students taking access courses after experiencing social discrimination have been given special priority in the award of grants. This anomaly between the two types of disadvantaged access course has now been removed.

Mrs Ann Ward, chairman of the subcommittee and a councillor from Bowditch, said the additional cost of this move would not exceed £200,000 in the current year, and up to £160,000 in future years, on the current level of provision.

Macaulay is thought to be the only other local authority apart from ILEA to have put so much special emphasis on the provision of access courses and to discriminate positively in favour of ethnic minorities.

Tories defend the right to pay

by John O'Leary

The Conservatives this week launched a counter-attack on Labour's plans for abolishing private education and restated their commitment to further cuts in expenditure without a drop in standards.

Mr Mark Carlisle, Secretary of State for Education, told this party conference in Brighton that Labour's new policy was a clear attack on fundamental human freedom. "They are not set to build or improve but to destroy," he said.

He promised that the party would defend the right to pay for education and cited the resignation of the Independent University College at Buckingham as one of the achievements of his administration. Another was to "do away with the totally indiscriminate subsidy for overseas students."

Mr Carlisle's speech was given over to an attack on Labour's education debate in Blackpool and included a hint of future Government initiatives. The motion, which he accepted, called for higher entry standards for teacher education, but seemed to demand only the O and A level requirements already introduced.

The conference also passed an addendum urging the Government



Mr Carlisle: a counter-attack.

not to perpetuate "unnecessary and costly administrative structures." Mr Michael Stern, moving the addendum, included the Burnham Committee among the bodies which could be abolished, allowing local authorities to pay teachers and lecturers what they could afford.

At present, he said, the committee paid to those on the lowest grades

because of union influence.

Although there was considerable anxiety in Brighton about the fate of the public schools, no mention was made of the second prong of Labour's proposed attack on privilege in education, which emerged at a fringe meeting at the end of the Blackpool conference. Mr Neil Kinnock, the Shadow Education spokesman, cited oligarchies at Oxford and Cambridge universities as another priority for a future Labour Government.

He attacked the "isolation and rarified nature of these ancient institutions" and said the universities had creamed off the best candidates from state schools without enabling any form of partnership with them.

However, Mr Kinnock said talks with the Oxbridge colleges, and perhaps with Bristol and Durham universities as well, would stand a better chance of encouraging change than at any time in the past. Although there were not "great corridors of change blowing through the corridors," pressures for reforms were being felt.

Proposals for a new relationship with the maintained sector would find a more favourable reaction now, he said, because the universities themselves in a less secure position.

No borrowing at Glasgow's new library

by Olga Wojtas
Scottish Correspondent

Students at Glasgow College of Technology, some of whom will sit exams next month, are unable to borrow books from the college's new library.

The library, which cost £1.2 million more than double the original estimate, opened this week for its first term. It is a two-storey building with a large open-plan reading area and electronic security system. It has been blamed for the delay in opening, but deputy director, Dr. Meadows, said he hoped the library would be open for business by the beginning of next term.

Student president Mr. G. Mulholland criticized the college for closing the old library before the new one was open. He said the new library would be open for business by the beginning of next term.

But the main problem was from the non-implementation of the Manpower Services Commission report which two years ago recommended that there be double the number of library staff. This is causing considerable delay in the opening of the library.

Dr. Meadows said the college had not yet received the final details of the staffing, but a resolution was passed by the council.

The region cannot give its permanent staff, so that would mean discussions, but they have given an additional temporary staff to ensure that the library is open for business by the beginning of next term.

Mr. Meadows said the college had received the final details of the staffing, but a resolution was passed by the council.

Library staffing is one of the problems covered by the Council of Local Education Authorities. The college is currently facing a shortage of staff, which is causing considerable delay in the opening of the library.

Mrs. Patricia Wille said the college had received the final details of the staffing, but a resolution was passed by the council.

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Polys, colleges in line for more cuts

by Peter David

Consolidation is setting an urgent agenda for higher education, amid mounting fears that polytechnics and colleges are prime targets in the next round of spending cuts for 1981-82.

Mrs. Angela Rumbold, retiring Conservative chairman of the Council of Local Education Authorities, said this week that a major reduction in the size of the Advanced Further Education (AFE) pool, from which local authority higher education is funded, would be "devastating."

CLFA wants to meet Dr. Boyson before the size of the pool is reduced to ensure that a realistic sum is included for polytechnics for 1981-82. No decision is expected until after the next round of Cabinet meetings early next month.

Next year will be the second in which the Government has set a predetermined ceiling on the size of the AFE pool. For the current year

the ceiling was fixed at £375m (at November 1979 prices), some £30m or 9 per cent less than authorities had planned to spend on polytechnics and colleges.

Senior local government officers believe that the polytechnics have become an alluring target for cuts simply because the "capped" AFE pool is an earmarked fund which, unlike the rest of local government expenditure, can be precisely limited by ministerial decision.

But confidential papers from the Department of Education and Science show that even if the Cabinet leaves higher education uncapped, officials are planning a steady reduction in the size of the pool over the next five years.

The papers, prepared over the summer to assist negotiations on the Education Grant, show that the DES has dramatically reversed earlier assumptions about the size of the public sector higher education system in the early 1980s.

DES planners now assume that the number of full-time students taking advanced courses in local

authority polytechnics and colleges in England and Wales will drop by about 5 per cent a year.

Local authority officers appear to have accepted that numbers will decline, but do not believe there is any scope for new cuts in the AFE pool. Mrs. Rumbold said that major reductions could be implemented only through lecturer redundancies.

We are particularly worried that if some of the institutions which got hit last year were to get hit again they would have to go out of business," she said.

CLFA leaders hope that in their meeting with Dr. Boyson, for which no date has yet been set, they will be able to avert any particularly harsh measures. Last year they successfully persuaded the DES to add £19m to its original figure for the AFE pool.

That increase, however, was agreed after an argument about the technical methods for determining the size of the pool. The local authorities are unlikely to be able to resist a major reduction proposed by ministers as part of a wider programme of expenditure cuts.

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Lesson from the scaffold

from Clive Cookson

A well-publicized execution does depress the murder rate, very briefly. But the deterrent effect disappears after a couple of weeks, to be followed by a short period with more murders than average.

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Pressure may save Computer Board

WASHINGTON

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No squabbling

Prince tells

A royal attack was launched on Britain's engineering institutions whose continued squabbling over the establishment of a new engineering authority and the implementation of the Finlinton report's recommendations could reduce the country to "a minor industrial state regarded with pity and ridicule."

The uncensored words were those of Prince Charles who was speaking at the opening of the national conference on engineering education and training this week in London.

He warned that the engineering institutions, which are still divided over their views on a chartered engineering authority as proposed by Sir Keith Joseph, must "swallow their differences and, their pride."

The institutions must accept the changes which will affect them, as well. However, they may find that once the pill is swallowed, the after-effects may be too bad.

It was a view endorsed by the chairman of the conference, engineering committee, Mr. J. R. Morris, who warned that continued wrangling over the issue of the new authority could delay its establishment. "However, I do feel that the apparent disarray is more apparent than actual."

During the first session of the conference, on the early education and training of engineers, Dr. Robert Press of the Council of Science and Technology Institutions urged that the Finlinton report's recommendations be unduly narrow, providing "a rigid and over-formalized framework that would obstruct the flow of scientists into industrial work in engineering."

He was backed by Sir Geoffrey Allen, chairman of the Science Research Council, who also stressed that there must be transfer of the system to allow scientists, particularly physicists, to become engineers.

However, he warned that after careful consideration the profession had come to the conclusion that the proposal to establish a new, two-tier structure of engineering degrees, a bachelor and a master of engineering, was undesirable. He said there should be a four-year degree leading to a bachelor's degree.

On staff, Chalmers says that professional graduates, research and its quality of graduate output and its financial base are the key to the success of the system. It gives an example of possible arrangements for the replacement of the existing system.

Sharing means saving, says Chelsea College

by Nigel Cragg

Small departments from different schools could be amalgamated to increase efficiency and make economies, Chelsea College has told the Education Committee of the University of London.

The aim should be to resist any temptation to "mega-structures" and to ensure that the greatest advantage is taken of the existing resources and the existing staff.

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Staff opposed to streamlining

by Ngino Crequer

Academic staff at Southampton University are preparing to oppose proposals for rationalization and have accused the administration of "doing its laundry for public". As reported in *The Times*, a working party on academic goals has recommended the winding down of two subjects, the closure of one department and a scheme for inviting idle or inadequate staff to retire. Other suggestions for the strengthening of departments and the possibility of future expansion.

Nearly 60 academics have signed a letter to *The Times* in which they record their disapproval of the fact

that the report was released to the press before any formal discussion of its recommendations had taken place within the university. "The letter says... but it is not we who have chosen to do our laundry in public... it becomes difficult for us to resist seeing (the release to the press) as an attempt to preempt internal discussion of controversial proposals by conferring upon this merely recommendatory document a quasi-official public status to which it is not yet democratically or constitutionally entitled."

A petition is also circulating among staff complaining that details were released before the re-

port passed through normal university channels. A copy of the report was sent to *The Times* in mid-August, embargoed until September 19, on the grounds that this would give sufficient time for the report to be given wide internal circulation in advance of publication, and for journalists to examine the arguments raised in the document. The report, which contains 51 recommendations plotting the university's future in the light of expected financial constraints, will be discussed by the joint policy committee next week. It is then likely to be referred to the faculties and to senate.



A new television series aimed at the many people living in this country who do not speak English as their first language starts today on BBC 2.

The programme, which combines tenebrous documentary film and a fiction drama, aims to help viewers express themselves more clearly and

cope better with problems of everyday life in Britain.

The multi-racial team who present the series, which includes back-up material in 13 languages, are (pictured left to right): Marina Sirtis, Trevor Thomas, Indira Joshi and Burt Kwouk.

DES asked to plug overseas fees loophole

The Department of Education and Science has been asked to close a loophole which allows voluntary colleges to undercut neighbouring institutions' fees for overseas students on some courses by at least £700.

A row started when the College of St Mark and St John, Plymouth, set fees of £1,700 for Konyan students taking a BEd course mounted specifically for their government. Recommended fees for polytechnics and maintained colleges for equivalent courses are £2,400.

As a voluntary institution receiving the majority of its income direct from the DES, the college is subject to a different set of regulations which allow fees to be set locally for specially commissioned courses as long as they represent full cost. In this maintained sector, similar arrangements are allowed only for courses of less than one year.

Both the Council of Local Education Authorities and the National Association of Teachers in Further Education have taken up the matter after protests from Mr. David Owen, chief education officer of Devon, and Mr. Francis Carr, deputy principal of Rollo College, Exmouth.

Mr. Carr says that the approval of a lower fee for voluntary colleges proved that the DES fee for the maintained sector was excessive. He said Mr. Carr, Owen, said the subject of the DES policy, indicated that it was intended to make a profit of at least £700 per overseas student per year.

A DES official told Mr. Owen there was no intention of favouring the voluntary colleges. Only certain of their activities were covered by DES grants, he said, and these were closely controlled. Naturally, this would include the level of overseas students' fees but the Department could not interfere in self-financing, non-granted activities.

Edinburgh psychologists get to work on IT

by Olga Wojtas
Scottish Correspondent

A television screen and a set of headphones could help achieve a breakthrough in intelligence testing. Research over the past four years in Edinburgh University's psychology department indicates that two simple tests could give a fairer result than present IQ tests which are often accused of social and racial bias.

Subjects have to judge which of two lines flashed in front of them is longer, and also which of two tones is higher in pitch. Each experiment is successively presented, with the order and duration varied, until the subject's inspection time (IT) is found.

Mr. Chris Brand has announced that there is a very close correlation between the subject's IT and IQ. The test does not measure reaction time, he says, as subjects can take as long as they like to make their decision. It also seems unlikely that adults of higher intelligence have more developed an ability to take in such simple information, says Mr. Brand, as equally good results have been found with four-year-olds.

The results suggest simply that people of high IQ should have the capacity to absorb more information in any given period of time, says Mr. Brand.

Subjects can achieve better results

to present IQ tests with practice, but laboratory training in Mr. Brand's tests does not appear to shorten subjects' IT.

There are also advantages in educational work, says Mr. Brand. "Group testing of IT might prove an acceptable and economical method of assessing intelligence. This is of importance in view of public concern with schools' performance together with the realization by educational authorities that publication of school's examination results will have little meaning unless the intelligence of a school's pupils is taken into consideration."

Other advantages, adds Mr. Brand, would be in detecting people who attempt to fake a low level of intelligence to evade National Service or criminal liability. Subjects could not deliberately make the very fine adjustments to the IT which would be required.

Since subjects do not improve IT with practice this would allow patients' intelligence to be monitored much more frequently in clinical work than is possible at present.

This would assist with the diagnosis of brain damage and identify people of high IQ who are "wasting" the intelligence of personnel in positions of high responsibility would also be possible, says Mr. Brand.

Subjects can achieve better results

Increase in use of short contracts angers lecturers

by David Jobbins

Local education authorities may increasingly appoint teaching staff on one-year contracts under which they sign away important legal rights, a leading-union official claimed at the weekend.

Mr. Keith Scribbins, assistant secretary (salaries) of the National Association of Teachers in Further and Higher Education, claimed that in at least one authority all appointments since the beginning of term had been on one-year contracts which required lecturers to waive their right to take a case for unfair dismissal to an industrial tribunal and to qualify for redundancy payments.

He told a conference organized by the British Educational Administration Society in Cambridge: "This is something we believe will be used to limit the use of waiver clauses," he said.

The Government has relaxed the law to reduce the period of contract which can include waiver clauses from two years to one.

The Trades Union Congress has asked affiliated unions to help beat the Employment Act, Mr. Scribbins said.

"If we are to contribute at all to the introduction of waiver clauses," This end another change in the Employment Act increasing the minimum period of service to one year to an industrial tribunal from 26 to 52 weeks effectively ruled out industrial tribunals for those employed only for a short time.

He felt the Act contained a trap for much conflict, and pleaded with the lawyers. It reduced employment rights which had been built up over 10 years and restricted the power of the unions. This was a new reason only—the Government's economic policies require the ability to be able to dismiss, make redundancies, and make possible the closure of plants which would not be easily facilitated under the previous law.

The conference also heard from Dr. Ian Watt, senior lecturer in education management at the Anglian Regional Management Centre of the University of Essex.

Agreement had been reached to set up an Industrial Advisory Committee for Education, representing 11 unions involved in schools, with equal representation from employers' organization, he said.

Protest called over animal experiments

Sheffield University has drafted an extra security staff to help cope with a national march and rally tomorrow called to protest at experiments on animals at the university.

The march has been called by Animal Aid and the National Anti-Vivisection Society, two animal welfare groups, after widespread criticism about what they say are horrible and cruel experiments carried out by researchers.

The university is taking threats of violence very seriously and a special working party has been set up to respond to the adverse publicity.

Last weekend about 50 protesters raided a university animal laboratory on an isolated field in Blackbrook Road, setting free four dogs kept by the researchers and causing damage, estimated at about £1,000. Follies are investigating.

The issue has aroused considerable local interest. Animal Aid says it has already distributed 30,000 copies of a report which accuses university researchers of carrying out futile experiments which were of no benefit to medical science, or mankind.

The report describes experiments to test the strength of tooth-gum carried out by implanting baby teeth in the chawks of hamsters, and other tests for cancer by implanting cancerous tumours in rats and mice.

So far the university has refused to make any comment on the experiments. Animal Aid has no doubt all the experiments took place, and the group's detailed source-references in its report to back its case.

In reply to the allegations the university has said: "Experiments involving the use of animals are governed by an Act of Parliament. The Home Office is responsible for ensuring that the terms of this act are strictly adhered to, and their inspectors have the authority to enter premises at any time."

Union demands a new training body

A call for a radical reorganisation of the administration and financing of education, training and manpower planning and provision has come from the National Association of Teachers in Further and Higher Education.

Writing in response to the report of the Manpower Services Commission Review of the 1973 Education and Training Act 1973, the association says the review is a "document which does not take account of the needs of the nation's young people, the needs of the economy, and the needs of the education system."

This commission would have solved local and regional structures by bringing together all the agencies involved in the provision of education and training. But it exists for bodies function might exist for bodies similar to the present Industrial Training Boards.

Natthe sees the commission delegating by the Department of Education and Science and the Department of Employment, and by the control and allocation of funds within these areas.

The association argues that such a system should be financed mainly by central government by a specific grant such as is available to higher education and other central government bodies covering initial vocational preparation or training for transferable skills. John Jones, secretary of the association, said the responsibility of the state, possibly financed by a levy on companies with some form of reward for effective training.

Natthe stresses that it is urgently needed for the 1973 Education and Training Act, which was intended to provide a framework for the education and training of young people, and to provide a framework for the education and training of young people, and to provide a framework for the education and training of young people.

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Jailed professor freed as inquiry starts

from Clive Cookson

WASHINGTON

James Dinan, Professor of Education at the University of Georgia, has been released from jail after serving a three-month term for refusing to tell a Federal judge how he voted on a tenure decision.

And the University of California at Berkeley has agreed to let the Department of Labour copy confidential faculty employment records, on certain conditions, and thereby averted the threat by Labour Secretary Ray Marshall to cut off \$25m worth of government contracts.

Feelings throughout academia about the Georgia and Berkeley cases, which dramatized the widespread conflict between traditional academic confidentiality and government-mandated affirmative action programmes, are expected to increase the number of women and minorities in American higher education. The latest developments should calm things down, at least temporarily.

The Berkeley agreement is a permanent settlement of a two-year-old dispute over access to university documents by the Government Civil Rights Investigators, who believe that some academic departments may have broken Federal rules prohibiting discrimination on the basis of race or national origin.

The university agreed to let the investigators take copies of any confidential documents that senior officials in the department of labour say are relevant, on condition that the government keeps

them in confidence and returns them to Berkeley when the investigation is finished. The copies will not be made available under the Freedom of Information Act, unless a court orders their release.

In a letter to Berkeley faculty members, Chancellor Michael Heyman said "this consent decree in my view reasonably meets the needs". It was signed the day before the cutoff deadline set by Secretary Marshall, who is responsible for monitoring affirmative action by universities. The University of California also agreed to give the government access to personnel records on its other eight campuses, as well as Berkeley, under the same conditions.

The Georgia case, on the other hand, is far from finally settled. Last week, a US Court of Appeals will hear Professor Dinan's appeal against his three month jail sentence and \$3,000 fine for contempt of court.

Professor Dinan returned to his office at the University of Georgia last week, vowing to remain silent about his vote on a faculty committee which dented tenure to assistant professor of education Malja Blaumberg who is suing the university for sex discrimination. He could be sent back to jail if the subject of individual rights is brought up in testimony given by the faculty evaluations should always remain confidential.

The fifty-year-old professor was wearing prison trousers when he reappeared on the university

campus at Athens, Georgia—he had gone to jail at the beginning of July, wearing full academic regalia. Professor Dinan's own clothes no longer fitted him, he said, because he shed 40 lbs at the minimum security prison at Eglin Air Force Base, Florida, where he said he spent his days washing dishes in the prison kitchen.

Professor Dinan only had a day or two to spend on campus with his admiring colleagues before flying to San Francisco to speak on "Confidentiality and the Faculty Peer Review Process" at the annual meeting of the American Council on Education. Millions of American television viewers have also heard him defending his cause on news and talk shows.

It is a cause that commands almost solid support at the University of Georgia and widespread support outside it. Many thoughtful academics are troubled by questions asked by Albert Shanker, President of the American Federation of Teachers: "If the confidentiality of votes is now to be breached, how many will vote on the academic merits of the individual? How many will be subject to campaigns by student and faculty partisans? Will they besa their decisions on popularity or on quality? If they are now to be subject to individual medical penalties for not telling how they voted—including jail terms and fines—how free will the faculty be to make such judgments solely on the basis of academic distinction, of

scholarship and excellent teaching? "Since our colleges and universities try to develop quality through a process of faculty screening and selection—peer judgment—the growing reluctance of faculty to serve on such committees or to vote in accordance with excellence may mean that standards will be eroded and eventually destroyed," said Mr. Shanker. He could not resist pointing out that the National Education Association, his union's great rival, was financing Mrs. Blaumberg's sex discrimination suit.

No one knows how many professors are in fact refusing to provide academic evaluations of their colleagues for fear that their judgments may be revealed in public. But anecdotal evidence suggests that the number may be substantial.

The issue is obviously of vital interest to the main professional organization of faculty members, the American Association of University Professors. The AAUP finds itself torn between a long-standing commitment to affirmative action and a horror of seeing a professor in jail. The association's general secretary Irving Spickard issued a compromise statement, saying that "in appropriate circumstances it may be proper for a victim of possible discrimination to discover how members of a tenure committee voted. Even in such circumstances, however, a university professor in order to enforce discovery is as inappropriate as a university's unwillingness to provide reasons for its decision."

'University indicator' test scores fall

The most watched indicator of the academic preparation of American college and university entrants—Scholastic Aptitude Test scores—declined again in 1980, for the seventh successive year.

The average scores of the million college-bound high school seniors who took the SAT this year fell three points to 424 in the verbal section and by one point to 466 in the mathematical section of the test. A perfect score is 800 on each.

Sat in 1980 the averages were 466 (verbal) and 492 (mathematical). The College Board, which administers the multiple-choice test, says its difficulty has been kept constant over the years.

The downward trend, "parsimonious serious efforts by many schools to improve education, and may not be reversible by changes in formal education alone," a College Board spokesman said.

It is bad news for college and university administrators, who had hoped the "movement to bring back to better" movement in the schools, emphasizing reading, writing and mathematical skills, would have had some effect by now. As it is, they face the prospect of having to rely on more remedial classes for freshmen who cannot write properly.

Although the numbers of male and female students taking the SAT are about the same, the men scored slightly better, (424 points) than the women on the verbal and far higher (466 points) on the mathematical section. At the very top of the range, candidates scoring between 750 and 800—males and females were equally represented on the verbal test but more outnumbered women than men on the mathematical test.

"In an era when women are redefining their roles and are applying to greater numbers of advanced degrees and toward study in sciences and commerce, engineering and computer science, the disparity between mathematical preparation and ability is large," the College Board comments.

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Encyclopaedia strengthens links

Ownership of the Encyclopaedia Britannica is being transferred to a new foundation dedicated to support communications programmes at the University of Chicago.

The move will strengthen the close links that have existed between the university and encyclopaedia since 1943, when the late William Benton, who was then vice-president at the University of Chicago, bought Britannica from its previous American owner, the giant retail and mail order company Sears-Roebuck.

After Mr. Benton and his wife died in the early 1970s, ownership of Encyclopaedia Britannica passed to the William Benton Foundation, which operated as a normal private foundation, specializing in grants for communications projects. But that arrangement was threatened by a Federal law that requires foundations to spend at least 5 per cent of their net assets every year and not to have more than half of their assets in one company. The directors were faced with the choice of either selling Encyclopaedia Britannica to comply with the law, a sale that would have conflicted with Mr. Benton's wish to keep the company intact and private.

The solution, dictated by the peculiarities of the law, was to put the foundation in two. Its main asset, the Encyclopaedia Britannica, goes to a new William Benton Foundation which will operate as a "supporting organization" for the University of Chicago. Such an organization, whose charter is

dedicated to support a specific tax-exempt institution like a university, does not have to follow the rules for general foundations. The other investments will be given to a second new foundation, the University of Chicago Foundation, which will carry on the work of the old foundation.

Although the rearrangement sounds complicated and technical, the implications are important both to the university and to the encyclopaedia. Britannica, which will be sold to the University of Chicago, will allow television and radiotelephone to spread a year studying at the university.

William Benton had already made a fortune and retired from his Benton and Sons advertising agency by the time he bought Encyclopaedia Britannica from Sears-Roebuck. After eight years as vice-president of the University of Chicago, he went on to a political and diplomatic career, serving as Assistant Secretary of State, United States Senator from Connecticut, and American Ambassador to UNESCO.

Although Encyclopaedia Britannica passed into American ownership before the First World War, Mr. Benton and the Britannica directors tried to retain a British presence in their organization. Sir William Heley, former editor of *The Times*, was editor-in-chief in the late 1960s, and Lord Perry, Chancellor of the Order of the British Empire, is a member of the current board of editors.

Encyclopaedia Britannica Inc publishes several other major reference books, including the Webster dictionary, besides the Great Encyclopaedia which first appeared in Edinburgh in 1768. The company's annual worldwide sales exceed \$300m, but its profits are

kept secret and Britannica spokesmen say they do not know what level of dividends are likely to be paid to the new foundation and thence in grants to the University of Chicago. University president Hennessey said she would set up a faculty committee to plan communications programmes to be supported by the foundation. But it has already been decided that the first project will be the establishment of a William Benton fellows programme, which will allow television and radiotelephone to spread a year studying at the university.

Secondly, the University of Chicago gains a major new source of income, in addition to the royalties which it has received from the encyclopaedia since 1943, and which will be substantial under the new arrangement. The royalties—normally a payment for Britannica's use of the University of Chicago name and seal and for editorial advice—have provided the institution with a total of \$60m so far.

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Humanities 'in serious decline'

The last time a Commission on the Humanities reported in the United States was in 1964 and the Johnson Administration was working with Congress on a huge expansion of Federal activities. So when the commission recommended the establishment of a Government foundation to support the humanities, Congress obliged within a year by creating the National Endowment for the Humanities, whose annual budget now exceeds \$100m.

This week another Commission on the Humanities delivered its report showing the humanities in serious decline throughout American life and particularly in the educational system. But now the political mood is to cut rather than create Government programmes, and the second commission, chaired by Rockefeller Foundation president Richard Lyman, acknowledged that the humanities "cannot realistically expect large increases in funding in the 1980s".

So instead of the grand proposals of its predecessor, the Lyman Commission has had to restrict itself to a less ambitious series of recommendations for dealing with a situation that is worse in most respects than 15 years ago.

American educators talk about "the humanities" far more than their British counterparts, and they tend to mean not only the subjects often referred to in Britain as "the arts"—languages, literature, history, philosophy but also "humanistic" attitudes to life which is very hard to define. According to the Lyman Commission, its important features include "beauty, perspective, critical understanding, discrimination and creativity".

The 32 members of the commission included the usual crowd of busy college and university presidents, eminent scholars and communications and foundation executives. But the University of Texas history professor Gaines Post, who took two years leave to direct the study, is the person most responsible for its lively and well-written final report, "Humanities in America: Life", published this week by the University of California Press at \$12.95.

The commission makes intelligent recommendations for "improvement in a wide range of 'humanistic' activities from museum to academic publishing. However, it leaves no doubt that the top priority must be to teach humanities as well as better. "A dramatic improvement in the quality of education in our elementary and secondary schools is the highest educational priority for America in the 1980s," the report says.

In higher education, the Lyman Report echoes other recent calls for colleges and universities to reaffirm the old ideal of a "liberal education" for undergraduates. They should give students a broad and coherent understanding of western culture, instead of the chaotic tangle of overspecialized humanities courses favored by many institutions today.

At the postgraduate level, the report demands that the commissions could not agree how universities should adjust to the severe shortage of jobs for humanities Ph.Ds. "On the one hand we believe that some graduate programmes in the humanities should be closed or reduced to a minimum, and research and increases the preparation for teaching or for non-academic jobs. On the other hand, the continuity of humanistic scholarship requires that some institutions concentrate on scholarly research."

However, they did recommend unanimously that "graduate schools and departments reassess their purpose and curriculum, and consider how the training they offer in the humanities might be better adapted to both academic and non-academic employment" and, they added, "Graduate programmes in the humanities that cannot offer students reasonable prospects of employment, whether academic or non-academic, should be abolished."

Overseas News

Fraser rests on his record

By Geoff Maslen

MELBOURNE

Australian educators are not resting under the weight of promises from either major political party as voters prepare to go to the polls tomorrow.

The Liberal Party government under Prime Minister Fraser is trailing the Labour Party in opinion polls and the amount of money it promises to spend on education.

Over the next year the present government is committed to spending more than \$2,800m an education. Labour has promised an injection of \$100m on top of that, but much more than \$5 per cent increase. But while Labour has spelled out in considerable detail its education policy, the government appears to be resting on its record—not necessarily a wise decision given the degree of hostility it has generated among those involved in higher education.

The Prime Minister in his policy speech referred to his Government's reintroduction of triennial funding of universities and colleges of education last year. And he promised money to set up research centres of excellence in a number of universities of a cost of \$1m next year and a further \$15m during the 1982-84 triennium.

What Mr Fraser did not mention, although academics appear to get nervous satisfaction in pointing out these facts, was that under his government capital and equipment grants to universities have fallen by



Mr Fraser: funding guidelines.

51 per cent since 1975. Student allowances have shown an average decline of 15 per cent, postgraduate awards have fallen by 35 per cent, and triennial funding for capital and equipment has been replaced by annual allocations.

Mr Fraser's Government has also for the past three years used the tertiary Education Commission with funding guidelines which have the effect of preventing it from making detailed recommendations on the needs of the tertiary sector. The commission was set up by the present government as an independent, non-political, expert advisory body whose task was not to decide on what the country could afford but what Australia needed from

education authorities. Critics now claim that role has been turned around, making the commission part of the Canberra bureaucracy. The Government's response to these attacks is to point to the huge sums that have been spent on education over the past five years, money which has improved educational resources to such an extent that not much is now needed—although that view is rarely expressed so baldly. The fact that school enrolments are falling and tertiary student numbers are levelling also means less demand for capital funding.

Labour promises to "restore a sense of purpose to the Australian tertiary education system". It education spokesman, Senator John Burton, says tertiary education needs to be guided by a coherent political and social philosophy concerning the role of education in our society. Labour would increase money for research on matters of national and public policy such as energy and the creation of new industries.

A Labour government would also fund applied research in colleges where traditionally research has not played much of a part. But the big expenditure in universities occurs of course through recurrent costs, and Labour's policy only promises a small increase to this area.

Academics are not too impressed with Labour's platform but it does offer a more coherent approach and the possibility of a more sympathetic bearing of their problems.

Autonomy the goal for Polish unions

Poland's new "independent" student movement is not primarily concerned with such practical matters as improved grants and housing benefits. Initial discussions among the initiative groups springing up in virtually every higher education institution in Poland have made it quite clear that their prime concern is to establish greater academic autonomy and the right, for example, for university libraries and bookstores to circulate works at present banned by the censor as well as to publish language and cultural monthly journals published in Paris.

Their striving for autonomy is backed by the academic staff, who have not only issued their own call for autonomy (a particularly detailed programme has just been drawn up by the Senate of Warsaw University) but are also prepared to place of the students' disposal the necessary secretarial facilities to get the new movement off the ground.

During the latter part of September, the party and Government made a determined effort to keep the students within the existing party framework. Major improvements of the grants structure were promised, and on September 30, first Secretary Stanislaw Kania, President Henry Jablonski, Prime Minister Jozef Pielowski and other party members Andrzej Werblan and Zdzislaw Kurowski had a three-hour meeting with activists from the officially-sponsored Socialist Union of Polish Students (SZSP). This discussion largely centred on the need for the liquidation of bureaucratic abuses and the need to avoid a repetition of the August crisis in the country as a whole. "It depends on you," Kania told the students, "whether the SZSP becomes an organisation which really leads the student community."

Unfortunately for the remaining SZSP activists, their rank and file members had already for the most part quit and were setting up their own union. Or unions. For the male question, or present, in the "independent" students' movement, but there are also women's groups, union or whether each organization should have its own. This is not merely a formal point of organization. Those who wish for a single unified body, modelled on the independent trade union confederation Solidarnosc, speak of mutual strength and support. Those in favour of separate bodies point to the fact that in the independent trade union movement at large, no objection has been raised to the registration of small isolated unions, but that a large number of obstacles are being put in the way of Solidarnosc achieving registered legal status. "The students' movement," one young activist remarked, "is a reflection of the Independent trade union as a whole. Its problems must therefore be the same."

The move to disestablish organized student life from the party

structure is not new. For the last three years, there has existed an unofficial (dissent) Students' Solidarity Committee (SKS) whose members are now, it appears, flocking to join the new independent union(s). Earlier this year, a Krakow student who proposed the disestablishment of the SZSP from the party structure was subjected to considerable disciplinary pressure. The strong support which the Society for Academic Courses (Plyw University) was able to command among students only too willing to crowd into private apartments to hear lectures that "supplemented" the official view of Polish history and culture shows that the desire for a more rounded and unbiased academic life is a longstanding phenomenon.

The Flying University, incidentally, which was driven underground last year by official pressure, is now planning to resume open activities, with an inaugural lecture planned for October 22. Meanwhile, as the students try to find their organizational feet, the senior academic establishment is facing its own changes. Already two young scholars, Stanislaw Baranczak, a lecturer in Polish literature at Poznan, and Mirosław Cholewicki, a research chemist at Lodz, have been reinstated, and, as yet, the unpopular "hard-line" rector of Warsaw University, Zygmunt Rybicki, suddenly resigned.

The move to disestablish organized student life from the party

Fee exemptions removed in Government economies

By Lionel Cohen

NIMMGEN

Government economies in higher education have begun to bite at the most sensitive—political—level: student fees have been increased and all existing exemptions from fee payments have been removed.

"Study financing" as it is called in Holland—a term incorporating both the financing and expenditure of students—has been under review by the Government for a number of years. In 1972 a five-fold increase in college fees for all students was proposed, but following a widespread student boycott and strong opposition in Parliament this increase was halved and exemption from payment provided for those "older" students who had completed five years' study (four years for life-long students).

Since students receiving government study bursaries—part grant

and part interest-free loan—had these fees reimbursed anyway, the expenditure involved of between £100 and £150 per annum has therefore not only directly affected a minority of students to their early years of study.

But precisely because Dutch higher education programmes have traditionally taken so long for students to complete—eight to 10 years—being a fairly normal study duration for the equivalent of a first degree, the number of students covered by the removal of exemptions is substantial, with estimates varying from a third to more than half of all enrolments in some universities.

Harshest hit are the students whose bursary has expired, or who have never been in receipt of a full grant due to their age, nationality, or the level of their parents' income, though many of these "older" students are themselves over 40 and are themselves employed and make only minimal use of teaching facilities. But initial student protests and

demonstrations have put pressure on the Government to ease the impact of the new fee structure. A bill to amend the law on higher education was introduced in the Dutch Parliament on September 10, but it was rejected by a narrow margin.

The Government's response to these attacks is to point to the huge sums that have been spent on education over the past five years, money which has improved educational resources to such an extent that not much is now needed—although that view is rarely expressed so baldly. The fact that school enrolments are falling and tertiary student numbers are levelling also means less demand for capital funding.

Labour promises to "restore a sense of purpose to the Australian tertiary education system". It education spokesman, Senator John Burton, says tertiary education needs to be guided by a coherent political and social philosophy concerning the role of education in our society. Labour would increase money for research on matters of national and public policy such as energy and the creation of new industries.

Technical hitch takes a term from students

from Benny Morris

JERUSALEM

Several dozen—and perhaps as many as several hundred—high school graduates are likely to miss a semester or even a year of university because of technical problems in the education ministry's handling of matriculation grades from the exams taken in the summers of 1979 and 1980.

Last month the Hailo Technion, Israel's Institute of Technology, and Tel Aviv University rejected an appeal by the ministry to extend the deadline for receiving the marks. The Technion has turned away all potential students whose marks failed to reach them by September 5. Highly selective faculties in Tel Aviv University, such as medicine and law, have turned away all applicants whose marks failed to reach them by September 15.

Hebrew University Rector Professor Rafael Mechoulam last week said the ministry was "a sharp note" complaining of the "repeated failure to come through with the marks on time." He said that this state of affairs, which has been going on for "four or five years, is intolerable, and the universities may have to devise an internal testing system of their own, by-passing the bagrut."

Mechoulam said that the Hebrew University agreed to extend the marks deadline to September 30,

and we may add another week to it.

The majority of the students affected are religious girls, and the handicapped, who are exempt from army service. The bulk of the country's students are university only two (women) three (men) years after taking the bagrut because of military service.

According to Avraham Zelig, director of the ministry's examinations department, about 20 per cent of the 300,000 bagrut marks in exams taken in the summer of 1979 had not reached the universities. The 300,000 papers to be checked were checked and marked, each by two examiners, during July and August 1979. But the examinations department has in the past years been caught in the shambles of switching from one computer bagrut marks registration system to another.

The computer change was complicated by the "liberalization" of the exam system, which allows pupils to choose from among 500 different test papers. The ministry was unable to adapt its then existing computer system to the expanded possibilities and it belatedly began a wholesale change in the system.

The changeover has also resulted in the ministry's failure to issue the formal bagrut certificate in 1977, 1978, 1979 and 1980. Meanwhile, the ministry has issued temporary mark sheets for marks applying for university places.

Polstu under attack from both sides

from Howard Barrell

JOHANNESBURG

The new, Afrikaans-based political organization for South African students, Polstu, is coming under increasing public attack from both the left and right of the white student spectrum.

It is being accused of equivocation in its attitude to the apartheid educational system in South Africa. At present about 60,000 black school children are out of school in South Africa, many because their schools have been closed down by the Department of Education and Training following boycotts at the school level.

Meanwhile, Horvay Tyson, editor of South Africa's largest daily newspaper, The Star, went on record last week with the judgment that the Revolutionary African National Congress (ANC), based in South Africa, was growing fatter of all black groups. In a Sunday newspaper debate on Polstu, published on October 5, both the president of the relatively radical National Union of South African Students (NUSAS), Mr Andrew Bhebe, and the president of the right-wing Afrikaanse Studentebond (ASB), Mr Nelus Niemand, attacked the lack of clarity on Polstu's position.

Protests over changes in loans system

from Einar Odden

OSLO

Norwegian students are back on the barricades for the first time since the early 1970s. Last Wednesday about 4,000 students gathered in front of the Norwegian Parliament to protest against the Government's proposal to radically change the student loan and loan system.

The Chancellor of the University of Oslo, Dr Ulf Sand, presented his proposal to the students on Monday and called for the students to pay the loan on their own terms, while still in school. Until now Norwegian students have not paid interest on their loans until 12 months after graduation. Mr Sand also warned of another hike in the interest rate from 8 to 14 per cent.

Norway has traditionally had one of the most favourable student loan systems in the world, with large grants and low interest rates. Every student in higher education has been offered loans up to 200 kroner, about £2,000, and last year the average student had 12,000 kroner, or 20 years to pay, their loans.

Students' Lønskasse, the student loan bank, is the brainchild of the Norwegian Socialist Labour Party. It was founded in 1947 to serve everybody in the equal right to a higher education, and it has since become a major part of the Norwegian social system. The Government, which has tried to tighten the regulations, has been accused of being too tight on the student loan bank.

The students have lodged the loan bank with the parliament and the present government. The budget proposal for 1981, which was approved by the parliament, has become public law. The Association of Norwegian Students (ANS) has proposed to make student loans economically prohibitive. Students who are not economically prohibited are to be asked to take up larger loans up to 42,000 kroner per year. If the students are to pay the loans, the ANS proposes to make student loans economically prohibitive.

But this multiplier is affected both by the nominal length of first-degree courses, soon to be drastically shortened to, e. "normal" length of four years according to current plans, and by the average length of student enrolments.

Two weeks of party conferences may have demonstrated that higher education does not rate highly in the priorities of British politicians, but in other parts of the world it can still be an election issue. Living proof is to be found in Sri Lanka, where the Open University—a manifesto commitment of the victorious party in the last general election—is now in its first term.

The university, based in the capital of Colombo, was the brainchild of academics impressed by Sir Harold Wilson's initiative in this country. But, while distance learning has been common for several years and the creation of a new institution has been under discussion for nearly a decade, it was the personal stewardship of President J. R. Jayewardene which brought the project to fruition.

Since coming to power three years ago he has taken personal responsibility for the Ministry of Higher Education in order, he says, to provide the university with only the best. He has been successful in the commonwealth Education Conference: "They come and bother me now and then. I have told them to look after themselves."

His main concern in higher education has been to see the Open University established with only 5,000 places available on full-time university courses for 30,000 qualified school leavers, the issue was seen as a vote-catcher and the new president wasted little time in putting his election pledge into practice. By the time the necessary legislation was enacted, in July of the third anniversary of the Government's election, the university's headquarters were practically finished and senior staff had been at work for some months.

Aid from Sweden Unesco and Japan had backed up the Government's commitment and a team of five staff from Britain's Open University had spent a month giving advice and training personnel. Now the university is functioning for the first time, albeit on a scale far below that envisaged for the future. The signs are that it will be an enormous popular success.

With applications far in excess of the number of places, the university is able to handle. The first course in Civil Engineering, for example, attracted 6,000 applicants, of whom only 2,800 could be taken. With full-time university admission remaining at four A grades or A level, there would be a severe flow of candidates.

But the vice-chancellor, Dr Gerald Corea, is confident that his institution will certify a genuine need to Sri Lanka and not merely to gain admission to full-time courses. With the recent survey showing 70 per cent unemployment among women arts graduates there is no obvious danger of adding to a growing social problem.

Partly for this very reason, the

Half a world away distance learning is still an election issue, as John O'Leary, recently back from Colombo, reports

How J. R. (the Sri Lankan version) heeded Sir Harold



Students enrol for one of the courses at Sri Lanka's Open University.

ranges of courses being offered initially resembles the proposed Open Tech more than the Open University. As yet, there are no degree programmes, and the degree being mounted with the specific needs of industry in mind.

"We complement, not duplicate other work being done in the universities," says Dr Corea. "The emphasis is on professional and vocational courses and I do not think our programme will add to the number of unemployed graduates because we are attempting to our registration process to provide education for those who can benefit immediately."

"We are looking at the needs of the country and mounting courses much more cheaply than others can. We are not going to produce the typical arts student, for example. On that side, we are mounting a degree in law for which there is a great demand but only one faculty at the moment."

The partnership with industry is a source of particular pride for Dr Corea, an energetic and enthusiastic young vice-chancellor with a PhD

from Sussex University, who was previously Sri Lankan Secretary General of the United Nations Conference on Trade and Development. He quotes the example of the Ceylon Electricity Board, which now employs its employees on technological courses and has been able to scrap its internal promotional examinations as a result.

Like its two predecessors, the OU will conduct the bulk of its teaching by correspondence. Although it is hoped to make some use of the new television network by the start of 1982, the vast majority of students obviously will not have access to those programmes at home.

For the moment, students have to travel up to 50 miles for the regular face-to-face instruction which the staff believe invaluable for both educational and social reasons. With a bus journey of that length costing as little as 15p, most students can afford weekend trips but the commitment required is obviously considerable.

Once there, the student will spend a day or more with tutors and staff in a library and technical facilities. Staff are mostly university lecturers working on a part-time basis at weekends or in the evenings.

In five years' time the university expects to have between 30,000 and

40,000 students on a full range of programmes from specialist short courses to degrees. It has already decided on a structure to facilitate this kind of broad development, setting up two boards of studies, for Humanities and Social Sciences, and the larger Management, Science and Technology.

Each board will then divide into three branches: humanities and social sciences, educational studies and law for the Humanities Board; management studies and commerce, pure science and mathematics, and applied sciences and technology for the science side.

The only formal entry requirement for a student is that he or she is over 18 but the university wants candidates that there will be a quota for each course, places will be distributed fairly among the different districts and importance will be placed upon the relevance of the course to their occupation, if any. New entrants are placed on 15 hours of study per week for a total of 30 weeks. Each credit is expected to entail roughly 275 hours of reading, 60 hours of listening and viewing, 60 hours of tutorials or seminars and 45 hours of practical or written work.

The university will be funded mainly through Sri Lanka's University Grants Commission, with additional income from fees and from training activities. It estimates its costs per student at less than one-third of its full-time counterparts.

It would seem that the success of the new institution is assured as long as standards are seen to be adequate and it continues to command the support of the Government. Certainly, student demand is not in question and, with the majority of the 15 million population still living in the rural areas, the OU could make a significant contribution to society outside the towns.

Many students prove reluctant to return to the villages once they have tasted life on the urban campuses, while others never complete their courses because they cannot take the culture shock of moving out of their villages. But these problems would be eased by the OU's home-based studies, while the study centres should also bring some intellectual life to presently barren areas.

This question marks are more concerned with the administrative task of running an institution committed to personal contact as an integral part of distance learning. Such a system will also inevitably add to costs in a country with severe financial problems and an already expensive education system. Other developing nations are watching eagerly, hoping to use the university as a model for their own experiments.

Annette Hopson analyses the benefits that have accrued from the Swedish government's reforms

Giving people 'the education they think they need'

In 1975 the Swedish Cabinet presented a Bill setting the guidelines for reforms in higher education. Parliament approved the Cabinet proposal, and in 1977 the new higher education system went into effect. Before this, a nine-year comprehensive, compulsory school system, which integrated theoretical and vocational study, had been in operation. In 1975 Sweden had a Social Democratic Cabinet, in 1977 a non-socialist one.

The reform creates a unified higher education system which is able to combine intellectual and practical education separately. It is now possible for the student to combine courses, for instance, in law with economics or health care with behavioural science. In other words, to link education with other areas of society.

Mr Jan Erik Wikström, Minister of Education and Culture, has asked how he looked at the reforms. He said: "The reform of 1977 provides for a higher degree of decision-making at the local level. In the local level, teachers and students will participate in decisions. The fact that some of the students concerned will have the decisive influence over a number of important decisions in the new university system. Another effort has been to broaden the interchange with the rest of society and to break the isolation to which the academic world has sometimes been allowed to be living."

For this reason, other disciplines of the community, among them trade unions, had been invited to nominate representatives to serve on some of the new committees set up for university and college education, he continued.

More people would be qualified to make decisions on university and college education, he said. The main principle governing admission called for completion of theoretical courses in upper secondary as well as primary education. In the past few years there had been a development whereby certain types of work experience might compensate for shortcomings in theory or book-learning.

The motive for this change was to provide an education in their youth could not acquire a sufficient education to permit the further pursuit of a career. The Cabinet believed that this will change the studying environment for the better. The fact that some of the students concerned will have the decisive influence over a number of important

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among other things, a local study programme is ordinarily aimed at local needs and conditions. Funds for local study programmes are also disbursed by a different route. Finally, a third type of specialization for undergraduates is the individual study programme, intended to fulfill the wishes of students for a particular programme. Both local and individual study programmes are established by the governing board of each institution of higher education.

One novelty in the higher education system is short-cycle technical education. The aim of these programmes is to provide post-secondary instruction in areas that so far have not been covered by the university system. The courses deal primarily with industry and to be admitted a student must have worked a number of years in the appropriate industry. Formal school qualifications are considered less relevant.

What does the minister consider the greatest advantage of the Government-sponsored programme? "The establishment of a closer relationship between higher education and society at large was one of the objectives of our last reform in 1977," he says. "Institutional mechanisms were created to promote close cooperation between the universities and colleges on the one hand, and the community on the other."

Examples are the presence of representatives of various interest groups on different policy boards of higher education—from the national level all the way down to local university department faculties. Parallel to this new administrative structure and, also as a consequence of it, the universities and colleges were given new rights in the decision-making process. Important decisions about, for example, the content of courses and the allocation of resources have been delegated to local bodies."

But education is not only for the young. It is estimated that one-third of Sweden's adult population pursues studies in one form or another. This is a very high proportion by world standards, and may partly be explained by the great variety of institutions for adult studies that have emerged in the past 100 years. These such as folk high schools and study circles, which have their roots in the 19th century, are still firmly established in the popular movement. The oldest examples. The broadcasting media provide correspondence courses and the labour market organization, ever since a modern labour market policy took shape, have provided for training which is especially intended for the unemployed and people in danger of losing their jobs.

John O'Leary

The main professional journal of British social anthropology is a quarterly publication called *Man*. It is a descendant of several other journals published by the Royal Anthropological Institute and is still published by them. The Royal Anthropological Institute was originally Victorian learned society of enlightened amateurs, such as colonial administrators and missionaries, with an interest in ethnology and continues to this day in much the same mould. *Man*, by contrast, which calls itself the journal of the Royal Anthropological Institute, is a strictly professional periodical resembling in its format and layout countless other such scientific and academic quarterlies.

It contains half-a-dozen or so articles, around 10,000 words in length, which are intended to document recent research and study. It also contains a correspondence section consisting of letters which are usually more informative than polemical and on important number of reviews of books on anthropology published throughout the world. It is, in fact, the journal of university anthropologists. Its connexion with the Royal Anthropological Institute remains nonetheless significant if only in two ways—both unfortunate.

Firstly, since *Man* is a necessary tool of anthropology teachers and students and since it can only be obtained cheaply by becoming a member of the Royal Anthropological Institute, it forces many people at home and abroad to join that ancient institution, something which they would otherwise never dream of doing.

Secondly, the Institute is traditionally wedded to no definition of anthropology as covering social and cultural anthropology (mainly the study of human evolution and racial variation); and archaeology, *Man*, as its journal, somewhat uncomfortably accommodated both, but in a way that a situation which is by now anachronistic.

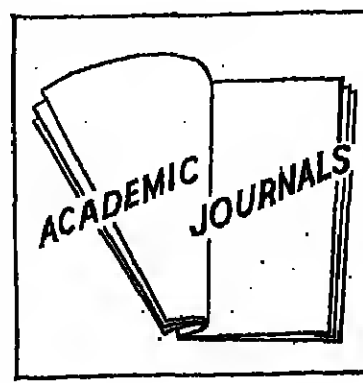
Anthropology developed in the nineteenth century as a study of the evolution of man and it then seemed natural that it should combine observations of living primitives with the study of dead ones (archaeology) as well as with the examination of the biological evolution of homo sapiens (physical anthropology). By now, however, these three disciplines have by and large gone their own separate ways. Only one major university department in Britain, University College, London, makes a last-ditch, somewhat half-hearted attempt to combine these three fields while the other universities have long abandoned keeping this concept of anthropology. Of course, there is still some contact, and very valuable it often is, but each of the branches of anthropology has also established equally important, if not more so, links with completely different disciplines.

Social anthropologists feel they have as much to common, if not more, with history, sociology, human geography, even philosophy. By contrast with this situation *Man* and the Royal Anthropological Institute still make some attempt to keep social anthropology, archaeology and physical anthropology together. This is illusory for a long time now *Man* has actually been totally dominated by social anthropology.

All recent editors have been social anthropologists and the few articles which are put to from the other fields appear as mere add-ons, producing some bizarre lists of contents.

Ignoring the non-social anthropological content of the journal it is even then rather difficult to identify any very strong character or tendency in the journal. The reason for this is that it reflects fairly faithfully, as it should, the state of British anthropology. There was a time, roughly from 1945-65, when British social anthropology developed into a highly coherent and original school of the social sciences whose rigour and sense of theoretical purpose amazed, dazzled and somewhat disconcerted outsiders.

Such a period of theoretical cohesion, however, inevitably had to come to an end and it has not been replaced by anything very clear. Since then intellectual leadership has



Conforming with tradition

Maurice Bloch on anthropology journals

moved away from Britain to abroad and a whole welter of new ideas, theories and questions which have flooded in have failed to fall in any very clear direction. What has in fact happened is that British social anthropology has become once more part of a wider field of inquiry with other social sciences and with geographical boundaries stretching far beyond these islands. This state of affairs can be seen in any recent number of *Man* and is reflected in the variety, not to say irregularity, of the articles. *Man* today is a collection of disparate objects and is in this similar to other journals published in other countries such as the *United States or France*.

This lack of personality is perhaps all the more marked because *Man* has of late contained a very high proportion of articles from abroad, especially from North America. This is partly due to the fact that British social anthropologists have at their disposal a variety of other outlets for their articles, partly due to the pressure in American universities to publish as much as possible and in as many different places as possible and partly because British anthropologists have produced a surprisingly large number of books which are really collections of articles and these books have absorbed much of the material which would normally go into journals. Some of these books contain articles genuinely clustered around a subject such as the monographs of the professional association of British social anthropologists: the Association of Social Anthropologists of the British Commonwealth.

Other collections, however, especially the myriad of Festschriften which appeared in the 1970s as the major figures in the subject all retired at the same time, are rather mainly arbitrary collections which seem for a time to have superseded journals as places to publish except that the abysmally low standard of some of these writings would never have been accepted in a journal such as *Man* where a relatively strict vetting procedure is in force. All these publications of collected papers have had a clearly deleterious effect. British periodical publications but it seems that this problem is now diminishing and that British social anthropologists are turning once again to their journals—a hopeful sign that *Man* will once again be what it was always intended to be—a compilation of the most advanced work in the subject.

Probably the second most important anthropological journal based in Britain, is the journal of the International African Institute, *Africa*. It is similar in format to *Man* but it is different in three important respects. The first is that it obviously only contains articles about Africa. This restriction is important in itself since the majority of social anthropologists did in fact work in Africa and so the journal was available for many of the same articles as were submitted to *Man*. This, however, is not the case any more since British social anthropology is spreading its net more and more over the continents.

The second important difference is that *Africa* is not solely restricted to social anthropology. It does take in articles about linguistics sometimes about African history. Nevertheless, so far at least, it has been clearly dominated by social anthropologists.

The third difference is that *Africa* makes some attempt at being international. This manifests itself in that it sometimes contains articles in French and every article in English is followed by a French summary. None the less, it remains basically a British social anthropological publication and all the editors have been British. Indeed there is some sense in which it often appears to represent more truly the specifically British anthropological tradition than *Man*. This is because this tradition seems very closely associated with Africanist studies.

Perhaps one other difference which is less intentional is that the articles of *Africa* tend to be more factual and less theoretically adventurous than those of *Man* but this difference should not be over-emphasized. In truth *Africa* has been a somewhat worthy if unimpressive publication but there is now a move for it to change its character quite dramatically.

If *Man* and *Africa* are somewhat deficient in personality this cannot be said of a completely different but increasingly significant publication, *Critique of Anthropology*, misleadingly named after the sub-title of *Capital*. *Critique* was started in 1974 as a graduate student journal by a group from London University and in this resembles *Cambridge Anthropology* and the *Journal of the Anthropological Society of Oxford*, about which more below. From the start, however, it was clearly a different enterprise because of its overt Marxist orientation.

As time has passed, its previously somewhat scruffy appearance has given way to a more professional presentation and now it looks much the same as many other middle-range academic journals containing half-a-dozen or so articles of between 5,000 to 10,000 words. It clearly has a place side by side with other radical journals dealing with other disciplines such as *Praxis*, *Radical Society* and *Radical History Review*. In spite of this growing professionalism it still retains many of the hallmarks of its origins. Although it is in theory quarterly its rate of publication is highly erratic, though this does not make it less easily available than other academic bookshops. Similarly it does not have editors but an "editorial working group".

After all this the contents of *Critique of Anthropology* may well come as a surprise. These can only be understood in the context of recent Marxist influences on anthropology. These influences have a defined origin in the France of the late 1960s where Althusser's reappraisal of Marx attempted to reintroduce a historicist work more as a general evolutionary theory, which had been done previously. It thereby made many of the traditional concerns of anthropology central to Marxist discussions. As a result of this, though often by indirect routes, French, and to a certain extent British, anthropology, became reinvigorated by a new energy, the energy of the contact with philosophy, much more sophisticated theoretical perspective.

Critique of Anthropology was one of the offshoots of this development in Britain and so it is not surprising that it has been dominated by French inspiration and often arcane French polemics. The early numbers especially contain many translations, from the French and even some of the articles by Anglophones sound as though they are painful attempts by foreigners to articulate in a very difficult and imperfectly understood language. In spite of this the liveliness, inventiveness and enthusiasm of the contributors makes a pleasant change from some of the dead articles found in other journals. It is also true that the scholasticism, pomposity and occasional inaccuracy of the early issues seems to be diminishing as *Critique* casts its net wider and tries to move away from its overt sectarian origins. Inevitably as it does this it is losing a little of its original unity and sparkle.

Perhaps the most surprising side of *Critique* is its eclecticism and lack of political radicalism. It criticizes previous writers as frequently as it endorses them, reserves its greatest venom for other points of view on the left but these criticisms tend to be concerned with highly specialized issues or deal with epistemological fallacies of a highly abstract kind. Even though several numbers deal with regional radical issues such as women's studies those who would turn to them for rousing rhetoric will be disappointed. This is perhaps a good thing in some respects and it reflects the genuine seriousness of the contributors but the far-reaching lack of clarity of many of the articles also detracts from the journal's impact. The leadership and the average anthropologist underpinning it

The other two British journals in the field of social anthropology which are worth mentioning are also publications largely produced by graduate students. These are the *Journal of the Anthropological Society of Oxford*, *JASO* and *Cambridge Anthropology*. Unlike *Critique* they have remained close to the departments from which they originate and resemble as rather flimsy student journals.

JASO the Oxford publication, was originally produced by a group of students encouraged by one of their lecturers, E. Ashmole, and the articles of the journal reflected a rather idiosyncratic, if stimulating, view. Even if the rather foppish and mannered style of many of the writers is often irritating, *JASO* remains the genuine product of the graduate students of Oxford and has retained a flavour of its own. It has often the chance for several up-and-coming anthropologists to make their first foray into publication. *JASO* has contained a number of genuinely original and creative articles over the years. Recently this rather narrow outlook of the early numbers seems to have been considerably tempered and the journal becoming less sectarian and more generally interesting, commenting and contributing to a wide range of issues in a more constructive and creative way.

Cambridge Anthropology, though rather similar in appearance to *JASO*, is much more closely the department from which it originates and lacks such a distinctive character. It is far less written by graduate students and many of the articles are by established anthropologists who are either members of the Cambridge department or its outside visitors. These articles are often very contributions of much greater length than is usual in other anthropological journals and seem a little out of place in this type of publication. As a result *Cambridge Anthropology* has reflected a wide variety of views, inevitably at the price of a certain lack of focus and a marked lack of continuity.

Finally we must turn to yet another anthropological publication—this time of a very different character. This is *Man*, the Royal Anthropological Institute publication appearing once every two months, the last Anthropological Institute News, *RAIN*. The publication consists of only a dozen or so pages, three columns to a page, and with a fair number of photographs. To understand its nature we need to turn again to the history of the Royal Anthropological Institute. A few years ago the Institute was divided into two parts, the *Journal of Anthropology* and the *Journal of African Studies*. The latter was a decision that instead of retrenching the Institute would "expand out of recession".

To do this it tried to set itself up as a bureau for popularizing anthropology and recruited from the Institute of Contemporary Studies a director, Jonathan Mervin, who was a member of the Institute in modern a whole series of projects which would of the time bring anthropology to the notice of the general public and take the Royal Anthropological Institute out of its intellectual cocoon.

One important element of this attempt was the journal of *RAIN*. The original idea was that this would be the sort of journal that would be found in intellectual departmental working-rooms and sixth-formers' libraries throughout the country. As a result it tends to concentrate on the kind of material which other radical journals, dealing with other disciplines, would not touch. It also carries information about lectures and exhibitions and book reviews. The final product, however, seems to fall unaccountably between two stools, manifesting a false and embarrassing transparency like the vicars who give services of blessing for motorbikes.

Sometimes *RAIN* panders so much to its supposed public that it horrifies some of the anthropologists who publish in it and it seems ready to comment on time and time again, while at the same time it is suspect, reaching its audience in a way which is not world, in any case, feel some what patronized if they ever came to see the journal. The problems of *RAIN* do not stem from a lack of goodwill—there is a need for a journal of the type of *RAIN* today in anthropology but it does not seem as if anybody has yet found the recipe. There is one to be found. Perhaps the solution would be to found a journal such as *RAIN* in the field of anthropology.

This article has concentrated on the British-based anthropological publications but there is a way in which this is misleading. Anthropology is a world-wide discipline and is not confined to the geographical origin of journals or periodicals. They are likely to be published in any country—France, Scandinavia, the United States, especially if they are specialized in the field in which they are working. More peculiar to anthropology is the fact that anthropologists also publish in a wide variety of other journals which are not strictly anthropological. These are the journals of the British Association for the Study of Social Anthropology, the *Journal of African History*, *Annals of the Royal Anthropological Institute*, *Journal of the History of Ideas*, *Journal of the History of the Behavioural Sciences*, *Journal of the History of the Life Sciences*, *Journal of the History of the Physical Sciences*, *Journal of the History of the Social Sciences*, *Journal of the History of the Humanities*, *Journal of the History of the Arts*, *Journal of the History of the Sciences*, *Journal of the History of the Letters*, *Journal of the History of the Languages*, *Journal of the History of the Literatures*, *Journal of the History of the Religions*, *Journal of the History of the Philosophies*, *Journal of the History of the Theologies*, *Journal of the History of the Sciences*, *Journal of the History of the Arts*, *Journal of the History of the Letters*, *Journal of the History of the Languages*, *Journal of the History of the 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BOOKS

The matter of Troy

In more familiar literary-critical territory. The seven essays, all written for the occasion, take a variety of different approaches to the poem, and nearly all of them are interesting.

The most substantial scholarly piece is by Barry Windeatt, on "The text of the *Troilus*". This is a comprehensive and, one would think, final dissection of the hypertext of the poem, which has been the subject of more or less lively controversy for over fifty years. Windeatt shows, in a meticulous examination of the manuscript evidence, that the three major "additions" postulated by Rieu to be part of Chaucer's revision of the poem (III 174-77, IV 953-1085, V 1807-27) were all always part of the poem.

James Wimsatt, writing on "Realism in *Troilus* and *Crisseyde* and the *Roman de la Rose*", tries to find some poetic tradition through which we can understand Chaucer's realism, and the general expectations which nourished it. He shows how the circumstantial realism of Ovid and his followers, combined with the "natural" view of sexuality in the comic fables of Alan of Lille and others, both of them factors in Chaucer's *Troilus*. Wimsatt shows himself again one of the best-equipped surveyors of the medieval scene, a scholar who can set up the landmarks by means of which we can map and understand the relation of one part of the literary landscape to another. He is not so good sometimes on the interpretation of textual detail. John Franks ("Paganism and pagan love in *Troilus* and *Crisseyde*") suggests that the pagan deities in *Troilus* provide an embodiment of forces beyond human control, ways of talking about his influence, Chaucer's use of pagan settings, here and in other of his major poems, gives him an opportunity of

exploring and understanding the nature of the human condition without returning to a peremptory answer. Such poems, as Franks puts it, in a memorable phrase, "comply with a myth of mankind out of God". John McKinnell ("Letters as a type of the formal level in *Troilus* and *Crisseyde*") makes rather heavy weather of an examination of the style of the letters in *Troilus*. He does not say much that could not have been better or equally well said without all the apparatus of dissection.

The real disappointment of the collection is the essay by Alan T. Gaylord ("The lesson of the *Troilus*: Christenism and correction"). Gaylord finds the emblematic, the dualities, the complex qualifications that have been found in the poem by modern critics. Far from the poem having a lesson, and it is that man is free to choose and *Troilus* chose wrong, he should have practiced Christian self-denial and subordinated his love to his Reason. It is hard to know what to do with such sections. A reader can get all kinds of personal benefits from reading a great poem, even derive lessons from it, though perhaps there is a better lesson than to understand how the poem is a "lesson" by the product of modern criticism. A severely limited reading of a poem that finds in it only demonstrations of simple truths already known, from other sources (Sunday school, perhaps), is to be true.

But finally, to the rescue, come Alfred David ("Chaucerian Comedy and *Crisseyde*") and Mark L. Ronsaville ("Troilus, Books I-III, A *Crisseyde* Reading"). David concentrates on those elements in the poem which have nothing to do with the grandeur of its philosophical themes, but which have to do with laughter and the alleviation through laughter

continued on facing page

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Applicants should submit a curriculum vitae and three references.

Applicants should submit their applications to the Registrar, The United Reformed Church, Tianan North Province, by 1 November 1980.

THE UNITED REFORMED
CHURCH

Applications are invited for the post of Chairman of the Tianan North Province Chairmanship Support Committee.

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Ulster Polytechnic

Faculty of Arts

LECTURER II/SENIOR LECTURER
INTERIOR/EXHIBITION DESIGNER

A creative designer particularly interested in the visual qualities of environments and graphic presentation is required to make a substantial contribution to the design of the new building.

Candidates should have some experience as designers and hold a B.A. (Hons) Degree in Architecture, Interior Design or equivalent qualification and professional experience.

Faculty of Science

LECTURER II/SENIOR LECTURER
COMPUTER SCIENCE

(DATA PROCESSING)

LECTURER II/SENIOR LECTURER
APPLIED STATISTICS

Teaching and research in the School of Computer Science cover four main areas—data processing, computer systems, applied statistics and computer education. All applicants for the posts listed above should have a good honours degree and/or an appropriate professional qualification.

Teaching experience or professional/industrial experience with an interest in teaching would be considered an advantage. Research and consultancy will be encouraged.

Applicants for the post in Computer Science (Data Processing) should be able to contribute to the teaching of a wide range of data processing topics and to specialise in one of these areas.

Applicants for the post in Applied Statistics should be interested in computing and be able to contribute to the teaching of applied statistics across a range of areas concerned mainly with business information systems.

Faculty of Technology

READER IN ELECTRONICS

This post has been created to assist in the development of an expanding programme of academic and research work in electronics within the School and Faculty, with a special emphasis on application and systems.

Applicants should have a higher degree and relevant experience in electronics research.

Salary Scales: Reader £10,509 to £13,245

Senior Lecturer £8,952 to £10,539/£11,295

Lecturer II £5,012 to £9,707

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and has a student population of some 7,500. It has extensive purpose-built accommodation, including 830 residential places on the 14-acre campus overlooking the sea at its doorstep, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Further particulars and application forms may be obtained from the Personnel Officer, Sunderland Polytechnic, Whiteabbey, (0231) 65131, extension 210, or by writing to The Establishment Officer, Sunderland Polytechnic, Shore Road, Newtownabbey, co. Antrim BT37 9DS.

Leeds
POLYTECHNICSchool of Mechanical and Production Engineering
LECTURER I IN ANALOGUE/
DIGITAL INSTRUMENTATION

To teach on the new Technician Education Council Courses for Mechanical and Production Engineering and to design and develop new laboratory equipment for use over a wide range of courses.

Interested persons wishing to discuss the post informally should contact Dr R. E. Schofield, Lecturer (0532) 462743.

Salary Scale: £4,983-£9,055.

A Union membership agreement in operation.

Details from: The Services Officer, Leeds Polytechnic, Colverley Street, Leeds LS1 3HE. Tel: (0532) 462358.

Closing date: 7 November 1980. Please enclose a.s.e.

LONDON

POLYTECHNIC
SCHOOL OF ELECTRONIC ENGINEERING

Applications are invited for the post of Lecturer in Electronic Engineering.

Applicants should have a first class honours degree in Electronic Engineering or a first class hon

REMINDER

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Advertisements
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REMINDER

Housekeeping—of the computer directory that is—cleaning out unused and unwanted stories, copying unwanted ones, so they will not be automatically purged from the system. Out in Sydney University I talk to two education lecturers who are researching teacher anxiety. Alan has a long talk with two student teachers whose practice teaching sessions I will be watching in a couple of weeks. Back at the office I talk to an accounting lecturer about re-

**Hubble, bubble
toil and
rubble . . .**



In defence of polytechnics

Patrick Nuttgens

"In George Square, tears are never very far off. But, nowadays they are kept off by the administration of the University, to the beautiful oasis of peace and harmony. Three sides of the square which used to be composed almost entirely of handsome houses, have been torn down and replaced by a sterile concrete wall. Why are universities such emblematic buildings?"

Reading Bernard Levin in the *Listener* last month, writing with characteristic conviction but more anger than usual, I find memories stirring and all sorts of questions about universities and town planning and protesters' picketing and what have you, the great problem with the lack of clarity when you know too much, yet possibly a

One is almost tempted to add paranoia. For a modest degree of paranoia could be justified in the polytechnics when they observe that universities almost uncathod after a year of monetarist rule while they have to cope with inadequate budgets—which are likely to become even more inadequate as the Government's offensive against local government unfolds. Of course, there is an innocent explanation for this. The more rational funding arrangements that prevail in the universities and the private sector are quite sufficient to explain

[illegible]

A cool look at academic tenure

tenure

For the foreseeable future it will remain the normal condition of employment of the majority of British academics. But tenure has never covered every single member of the profession. So the real question is whether this untenured fringe should be located only on new entrants in university teaching and research, or whether the opportunity for young people to enter the mainstream of the academic profession could be improved by small-scale and essentially voluntary redundancy schemes. This would probably be a temporary expedient, the retirement rate and normal proportions in the faculty of 1980s, and even this might be necessary if a future Government really hallowed in higher education.

So perhaps the most important consideration in the necessary discussion of such questions should be in cool the temperature. The stability of a small number

unre-
recommen-
ing at employment issues—the sen-
That junior ratio is certainly another
which will require careful and
unior-
ained thought, and possibly a
Justice, accept, during the 1980s.

The meeting called by the general council was one of the more scrupulously organised in a fairly rugged university. The principal, Sir Edward Appleton, was cruelly insulted by a young lawyer who is now a Member of Parliament (hotter the more I think); the meeting was so overwhelmingly in favour of the new scheme that it was scarcely necessary to vote; and the resolution was totally overruled.

Despite everything that was written I remain convinced that on the whole the objections were right. And the stages of the controversy, Robert Hurd, a well-known Edinburgh architect who specialised in the restoration of Scottish buildings, carried out a detailed survey which showed that the houses at Glasgow Square could not be used by the university in their present effect. Anyone who worked to their fullest would not be adaptable for small classes, tutorials and study in the new buildings.

The point is that planners and university administrators ought to resist temptation. The reason why George Fungus had to be wrecked was wrecked because it was beautiful. Had it been a slum, it would have been ignored by the planners as the slums surrounding the old university buildings were, at the same time. It was the special quality of the square, the natural landscape of the square and the delightful properties of the buildings that seduced the architects.

It was not that anyone had evil intentions. On the contrary, my impression was that all the partici-

...ants in the... university...
...they were doing...
...in mind... for the city...
...in the view of some of the local...
...commentators—that what was good...
...for one was good for the other...
...seemed impossible to halt the...
...The... of the...
...George Square was really sealed...
...when the university launched the...
...competition for the north side...
...A few months ago, a substantial...
...garden that had been...
...was granted to the university by...
...group of former residents...
...scribed: "From the families who...
...enjoyed these gardens 1945-1963...
...I am proud to have subscribed and...
...to the... of the...
...receive it the new principal ad...
...effusively to the former residents...
...and everyone seemed happy...
...white-haired drunken man, was...
...the... of the...
...terrifying moment it was thoug...
...that he was the rector of the u...
...versity. But all was well. The...
...rector was found safe and sobri...
...and the garden was...
...the... for the square was...
...ply recorded; may the univer...
...cherish its remains.

كلنا من المسلمين